

Running Head: Recidivism, Education, and Vocational Training

A Proposal for a Research Study Tentatively Titled: Recidivism, Education, and Vocational  
Training

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## **Introduction**

There has been an increasing number of individuals in prison and a disturbingly high percentage of recidivism in the United States of America. As of 2016, the state of Tennessee has reported recidivism rates 47.1%, only a 2.9% decrease since 2010 (Tennessee Department of Corrections [TDOC], 2017). These rates continue to fluctuate across the nation. Not only is there a large number of individuals incarcerated in the United States, but in Tennessee alone. According to a report by the Tennessee Department of Corrections (TDOC, 2017), there were 21,806 people incarcerated as of June 2019.

Several standpoints that will be covered in this literature review are the effects recidivism has on the mental health of the prisoned individual, the effects it has on their family members, the effect on other inmates, and the financial toll it is taking on America's economy. For many inmates, incarceration is not pleasant. According to research, a correlation has been made regarding the individuals who experience incarceration on having a higher chance of worsening their health (Brinkley-Rubinstein, 2013). Examples of such issues are mental health illness, substance abuse, violence experiences, HIV infections, and chronic diseases (Brinkley-Rubinstein, 2013). Taking a look at this situation from a larger perspective, incarceration affects us all. Continuing to look at the state of Tennessee, to house and care for those who are incarcerated it costs on average seventy-six dollars a day per inmate (Tennessee Department of Correction [TDOC], 2017). This cost is typically covered through the taxes collected from the American people. A potential way to combat the high rates of recidivism is through the use of education and vocational programs to better equip inmates.

However, it seems as though many American citizens are not aware of what goes on within prison cells and the inmates. The lack of knowledge within this area may have a lot more impact on the issue of recidivism than people may know. The more awareness people have on educational programs, vocational programs, and recidivism the more advocating can be done to help support change in recidivism rates and keep people out of jail. According to Harnish, the prison education programs in New York and other states is a method that serves the community both inside and outside of prison (Harnish, 2019). According to Harnish, prison education is also a system that serves bigger goals of justice (Harnish, 2019).

Before continuing, it is important to layout a definition of prison educational programs. Educational programs can be defined as “any higher educational program that is organized around improving the cognitive abilities and/or skills of the currently incarcerated person” (Harnish, 2019). A few examples of such programs are plumbing, electrical, cooking, carpentry, welding, and many more. A meta-analysis conducted in 2013 by Davis et al., concluded that people who participated in correctional education programs were 43% less likely to relapse. When looking into the correlation between recidivism and educational programs there are two major factors that are necessary to look at; the impact that is done when such programs are not offered and the educational level inmates have when imprisoned. When individuals are released into society without previous exposure to educational and vocational programs during their prison time, they experience a much harder time integrating into society (Travis, Western, and Redburn, 2014). Difficult times such as disconnection from friends and family, less education which results in unemployment, and mental illnesses (Brinkley-Rubinstein, 2013). Not only do inmates struggle with reentering society, but many ex-convicts end up in prison once again

(Travis, Western, and Redburn, 2014). For a statistical illustration, just in Tennessee alone, in 2016, there was a 47.1% recidivism (Tennessee Department of Corrections [TDOC], 2017). As mentioned before, unfortunately, many released inmates find it hard to live a normal life after incarceration. A few challenges that are faced are job employment, housing, food, social services, and more. The negative consequences that come from being imprisoned are felt not only individually but also across the community. With the expenses to house inmates, the state takes on that burden creating economical stress for everyone through taxes. As mentioned before, in the state of Tennessee on average it costs seventy-six dollars a day to house an inmate (Tennessee Department of Corrections [TDOC], 2017). If you multiply seventy-six dollars a day, times the number of inmates in the state of Tennessee, taxpayers have to cover the 604,898,440-dollar cost (Tennessee Department of Corrections [TDOC], 2017).

Education is a very strong trait to have in American culture. Not only is it important to become aware of the issues of recidivism, it is necessary to research statistics, causes, and solutions in order to get a better understanding of educational and vocational programs and how it can affect recidivism. Once research has been conducted it will help get a better understanding of different tactics in order to help resolve, prevent, and lower recidivism. Incarceration and prison reentry is an issue that affects more individuals than just the criminals themselves. The effect of educational and vocational programs on recidivism is a topic that relates to all citizens if more people were aware of its trickling effect on society, everyone would be more interested in finding a proper solution.

Many of those who fall into recidivism often re-offend because they are not fully equipped with the proper knowledge of how to survive while living a law-abiding life. Inmates

are taken into the system to only come out with a number of problems both physically and mentally yet are expected to learn how to live without proper resources. There is a saying often used when it comes to education; “knowledge is power”. By equipping inmates with the power of knowledge we are giving them the power to live as law-abiding citizens. The importance of this research is that there is an alarming rate of recidivism in our state, Tennessee, let alone nationwide. Similar to a ripple effect, not caring for those who are in our prison system leads to different problems further on. The need to study how educational and vocational programs affect recidivism rates is great seeing as how it affects people on the levels of individuality and community. Therefore, the purpose of this literature review is to focus on the studies conducted regarding the effects educational and vocational programs have on recidivism.

### **Literature Review**

As mentioned before, here we will be presenting our findings from different published researches based on recidivism and how educational and/or vocational programs can affect and help combat increased recidivism rates. These sources cover topics of educational and/or vocational interventions implemented into the prison system and their impact on recidivism. These articles use a quantitative research approach along with a meta-analysis approach. However, they all differ in the specific way that the research was conducted. Some articles used empirical evidence while others used meta-analysis, numbers, both statistics and empirical research studies, article reviews, interviews, surveys, and screening and reviewing pre-existing literature. While all of the research had differences in how they conducted and/or gathered the research, the results and findings had many similarities. In order to continue this study and review research findings of the impact of these programs, it is necessary to have a base definition

of what educational and vocational programs entail. We have compiled a table of all the findings that we obtained from our different sources. To view this table, reference Appendix A.

### **Identifying Educational and Vocational Programs**

Educational and vocational programs located in prisons are specific programs designed to help inmates be productive and learn while they are incarcerated so that once they are released back into society, they are educated members of society and are able to get a stable job.

Educational programs can be defined as “any higher educational program that is organized around improving the cognitive abilities and/or skills of the currently incarcerated person”

(Harnish, 2019). Educational programs have three main goals: to provide security, provide safety, and provide rehabilitation (Hall 2015). In addition, another goal of this is to reduce the rates of recidivism which ultimately would help manage the overcrowding issue that many prisons are having a hard time controlling. When looking into how many inmates had attained a proper education prior to becoming incarcerated, the results were shocking. Educational programs work to educate inmates by offering classes to help inmates earn their GED or a degree. On the other hand, vocational programs work to educate inmates through job training and trade training. By providing inmates with the knowledge and skills they are going to need to equip them to maintain a stable job the goal is to lower recidivism rates.

Based on our knowledge from studying different research findings, we hypothesize that educational and vocational programs that work with inmates will have a significant effect on lowering recidivism rates.

### **Findings**

Many of the research articles pointed out that educational and vocational programs can be helpful to have within prisons to help inmates become more productive individuals in society while reducing recidivism rates. Bozick stated that inmates who were participating in educational and vocational programs while in prison were 32 percent less likely to re-offend (2018). Duwe also agreed that educational programs are able to reduce recidivism rates although he noted by 11 percent (2017). Davis stated that 43 percent of inmates who participated in educational or vocational programs were less likely to re-offend compared to those who did not participate in these programs (2013). Esperina shared that educational and vocational programs would drastically reduce recidivism, however, they did not give specific statistics (2010). While some of the statistics may vary based upon years and type of study, most of the studies did affirm that educational and vocational programs would reduce recidivism rates among inmates when they were released back into society.

Another finding that many of the articles affirmed were on how educational and vocational programs affect post-release outcomes. Looking at the research, the odds of an inmate obtaining employment post-release with the help of correctional education programs are 12% higher than those who did not participate in both educational/ vocational programs (Bozick 2018). This is a 12% increase for just those who participated if more encouragement were to come out and support/ market the benefits of educational programs others may soon follow in hopes of having a better life. According to Steele, they noted that educational programs were beneficial for increasing knowledge and aiding with post-release employment (2018). This is a true case as to seeing the power of knowledge. There are clear results that make us confident that correctional education programs are a sound investment in helping released prisoners get back on

their feet and help lower recidivism rates (Davis, 2013). Crime is not an act we have to accept but it is an act we should work towards preventing. Educational/ vocational programs are seeming to be the most effective preventative measure in reducing recidivism.

The articles we analyzed did not have clear positives or negatives when it comes to educational or vocational programs as separate entities, but rather combined. However, some strengths that were seen were that the articles were very thorough and gave specific detailed information about educational and vocational programs in relation to recidivism rates and post-release outcomes. Based on our findings, educational and vocational programs do reduce recidivism rates. As noted by Duwe, in analyzing 90 studies of educational and vocational programs in prison, these programs reduce the likelihood of recidivism happening (2017). The U.S. Department of Justice noted that "...prison-based education is the single most effective tool for lowering recidivism" (Esperina, 2010).

### **Conclusion**

Our research question is "How do educational programs and vocational programs affect recidivism rates?" Our hypothesis is that receiving educational and vocational training programs will be associated with a lower likelihood of recidivism. The purpose of this study is to investigate if there is a relationship between education and vocational programs within prisons on recidivism. This will be done by collecting and analyzing data within this question.

This study will also look at the gap that we found within the studies we reviewed. One major gap that we found was that there was not much literature available on specific educational or vocational intervention programs and curriculums available to inmates that are research-based and effective as well as why those specific intervention methods worked well for this specific



population. This study will add more literature available to individuals who are wanting to learn more information and advocate for the use of educational and vocational programs within prisons. Exploring this question demonstrated a positive correlation for individuals who participated in educational and vocational programs while in prison.

### **Summary of results**

According to our research on this subject, it is clear that recidivism rates are high in the state of Tennessee, with a rate of 47.1% (Tennessee Department of Corrections [TDOC], 2017). With the use of educational and vocational programs, it is possible that 12% of individuals incarcerated are able to find employment after release. There is a clear benefit from empowering inmates with the knowledge to help them survive and succeed in life post-release.

## **Methodology**

### **Overview**

This study works to address the question of “How does the receipt of educational and vocational programming affect recidivism rates of adult male prisoners? To do this, we will be using a cross-sectional and mixed-methods design. We plan to study a sample of incarcerated males from detention facilities in the Chattanooga area using a mixed-methods approach. This approach will include a questionnaire and an interview with the inmates.

### **Quantitative Methods**

**Sampling and recruitment.** We decided to focus our sampling on inmates from our area, Chattanooga, Tennessee. Our target population are male individuals currently incarcerated. For our research study, we will use a select sample approach that will follow a non-random approach. We will conduct and collect research through convenience availability among

Chattanooga inmates. However, there are a few requirements that needed to be set in place in order to have a more specific and narrow sampling population. Our sampled individuals must be males, currently serving a sentence in the Chattanooga area, between the ages of 18 and 60 years old. Another criteria that should be met is that sampled individuals should speak English, in order to understand questions more proficiently. This research study is also open to English speaking males who are currently serving a prison sentence.

In hopes of getting more accurate results our sample size is to be 150-200 male inmates. In order to recruit participants for this study we will implement the use of advertisement. Recruitment will be done by making eye-catching and appealing posters to hang up around the detention centers and on announcements boards. Another way we will attract participants is to have the detention centers facilities and staff members make announcements of the research study. To view the announcement, view Appendix B. We will be offering a \$5 gift card added to each participant's account as an incentive to encourage participation. We will focus our study at detention centers in the Chattanooga area including Silverdale Detentions Center and Hamilton County Detention Center.

**Measurement.** For this study, we will be measuring our research constructs and their variables. Three main constructs that we are going to be looking at are recidivism, receipt of education, and receipt of vocational training. Our first research construct, recidivism and its variable, recidivism self-report will be measured by one question and measure the receipt of education and the variable education by four questions. Last, but not least, the construct of receipt of vocational training and the variable vocation will be measured by four questions. These will help us have a better understanding of our research participants in relation to our research question and study.

Not only will we be measuring those three constructs, but we will also be measuring different demographic variables as well. The demographic variables that we will measure are ethnicity, race, country of origin, time in the U.S, age, gender, marital status, number of children, educational level, employment status, weekly income, religion, religious attendance, religious status, community activities, and sentencing. We will measure our construct of race/ethnicity by four questions. Our construct of age will be measured by two questions. We will measure our construct of sex by one question. Likewise, we will measure our construct of marital status by one question. The constructs of educational level, employment status, and income will each be measured by one question. Last but not least, our construct of social connections will be measured by eight questions. We feel that this will give us a good understanding of our research participants.

***Research variables.*** Within this study, there are three specific variables that focus on prison inmates and recidivism. Our first variable consists of recidivism, which is whether or not a person has reoffended. Our second variable is receipts of education, which means whether or not an individual has received any educational training such as GED, college credits, college degree, and/or reading classes. The third variable that is incorporated within this study is receipts of vocational training. Receipts of vocational training means whether the individual, during their last stay in prison, received any technical skills training such as plumbing, electrical work, masonry, and more.

We will measure recidivism by asking participants about their experiences with incarceration. Participants will be asked “Prior to your current incarceration have you ever been incarcerated before?”, they will be provided with the following answers: yes, no, other. We will measure the second and third variable of receiving educational or vocational programming by

asking participants questions such as “During your last stay in prison did you receive any educational training...”, they will be provided with a shortlist of educational classes, options, and possibilities. Last but not least, participants will be asked “during your last stay in prison did you receive any technical skills training...”, again the answer options will consist of possible technical skill classes there are for inmates. To view the measurement table, refer to Appendix C.

***Demographics and variables.*** The demographics that we will be looking at are gender, age, marital status, number of children, education level, income, race/ethnicity, income, and more. Elements such as education and the variable of religious attendance all have an effect on a person’s life and we would like to examine if those variables, whether present or not, have played a role in how they came to prison and returned. Reference Appendix C to see our demographic variables that will be measured.

**Procedure to collect data.** We plan to collect our data by passing out surveys for inmates to fill out during the hours of 8 am and 5 pm at the facilities. If inmates have low or no literacy, we will explain each question on the survey to them. See Appendix D to see our questionnaire. Our data will be collected from Chattanooga detention center inmates between the ages of 18-60 years. This will be a data collection that will happen once with inmates.

## **Qualitative Methods**

**Sampling and recruitment.** We will be collecting data from a sample of our population. We will select our sample through a convenience approach among the inmates as we feel that this will give us a good amount of diversity within our sample. Our goal is to have a sample size of 45 participants. We will start off by interviewing 35 participants. If we feel that we have reached data saturation, we will discontinue the interviews. However, if we feel that we have not yet reached data saturation, we will continue interviewing the last 10 research participants.

Throughout this interview process, we will be intentional to look for theme development. If we start seeing patterns and developing themes, we will be intentional to write those down for analysis later on. As an incentive, we will be offering a \$5 gift card on their account for their time. These participants must be male, currently incarcerated and serving a sentence, has served a previous sentence, is between the ages of 18 and 60, able to speak and understand English, and currently in the Silverdale Detention Center or the Hamilton County Detention Center. If possible we would like to have 15-20 participants who have received educational and/or vocational training in their current sentence or in a previous sentence.

We plan to recruit individuals for our study from detention centers in the Chattanooga area. Specifically, we will recruit from the Silverdale Detention Center and the Hamilton County Detention Center. In order to obtain permission to go to the facilities and conduct our study, we will send an email to the directors of the Silverdale Detention Center and the Hamilton County Detention Center. To view this email script, view Appendix E. Our goal is to get them to participate in this study by having a question on their quantitative questionnaire that asks if they would be interested in participating in an in-depth interview. However, if we are unable to get enough participants using this method, we will implement the use of advertisements through hanging posters on the announcement boards at the facilities, with permission from the facilities. We will also have the facility make announcements about this study and how to get involved in it. To view the poster and the announcement that we will have available for the facility to use, reference Appendix B and F.

We expect to have costs of \$1,100 to cover the expense of the \$5 gift cards for the participants in the quantitative section of this study. This budget will also cover the costs for printing the poster as shown in Appendix F to hang in the facilities if needed.

**Procedures for data collection.** To collect our data, we will conduct an individual, face-to-face narrative/in-depth interview with each participant cross-sectionally. Each participant will complete one (1) interview with one (1) author. The interview will last approximately 35-50 minutes. We will use a semi-structured interview guide for the interview. The interview questions will discuss recidivism and any experiences with educational and vocational training while incarcerated. We want to hear both positive and negative experiences. In addition, we would also like to ask about what factors caused them to re-offend, and how the programs they were involved in during incarceration contributed to these outcomes if any. The semi-structured interview guide for these interviews is listed in Appendix G. We will not conduct any follow-up interviews.

The in-depth interviews will be recorded via an audio recording. We will not use video so the face of the participant will not be shown to protect confidentiality. The individual conducting the interview will also record data by taking notes by pen and paper. To protect the confidentiality of this study, the only individuals conducting the interviews and data collection will be the three (3) individuals conducting the study. This will provide consistency throughout the interviews.

We will transcribe the interviews by using word processing software and note any nonverbal communication that is present such as tone of voice, pauses in talking or any emotions that are present. After the interviews we plan to meet together and listen to the audio recordings of the interviews and compare them to the transcripts that have been typed up. We will make sure that these transcripts are accurate before we continue on with analyzing the data that we have gathered.

**Trustworthiness.** Ensuring trustworthiness within our qualitative study is an important aspect that we will work to achieve through minimizing researcher bias and minimizing participants' reactivity. While there are many strategies to accomplish this, the methods that we have chosen to use in order to minimize researcher bias are to record the interviews, have face-to-face discussions with our peers and fellow researchers, analyst triangulation, and reflexivity. Recording the interviews will give us a chance to review the audio recording to ensure that the participants' words were reflected in our results. Utilizing face-to-face discussions with peers will give us an opportunity to be able to review the data that we have collected and answer any questions, thoughts, comments, or concerns that come up. Through the use of analyst triangulation, we will be able to review the recordings of each other's interviews, engage in evaluating the participants' responses, and thus decrease researcher bias. The last strategy that we will use to minimize researcher bias is by using reflexivity. We do this by each researcher writing a self-disclosure of our biases. These biases have been listed below:

**Author Adams' Disclosure.** Author Adams has some personal experience with working with individuals who are incarcerated through her field practicum experience at the Department of Family and Children Services in Catoosa County. On occasion, I am able to work with incarcerated individuals. She has periodically gotten the opportunity to work with these individuals. She has become familiar with this topic through research, reading articles, reviews, and communicating with her research group. Her personal opinion is that we will find that educational programs and vocational programs will have a positive impact on male inmates being able to secure employment after they are released from prison and that those who have participated in the educational programming or vocational programming will be less likely to recidivate.

**Author Guerrero's Disclosure.** Author Guerrero has no personal experience with prison inmates and recidivism, as with herself or family members. However, she has spent time in her Research and Methods class, researching and documenting statistics on this population. Author Guerrero is excited to work firsthand with this population. Author Guerrero is aware that being a researcher involves being aware of one's own biases in order to receive the most accurate results. Therefore, after critically thinking Guerrero is putting aside personal thoughts regarding injustice in prisons and personal thoughts on whether or not there is a correlation between educational and vocational programs on recidivism. She is expecting a significant difference in recidivism if individuals have participated in educational and vocational programs while serving time. A hypothesis she believes in is that due to participating in these programs individuals will be able to find employment after release much easier. A second hypothesis she believes in is that educational and vocational programs will help improve the mental health of individuals once they are released into society.

**Author Rodriguez' Disclosure.** She does not have any personal experience with recidivism or imprisonment but has become an advocate for prison reform after becoming aware of the growing problem from a Netflix Documentary. Rodriguez has written a literature review before on the topic of recidivism and its correlation with educational/vocational programs. She has completed many hours of research studying the topic and how information that is provided could help our system currently. Even though her in-person experience is limited her research leads her to believe in two strong hypotheses. She is anticipating that our research will show us that a lack of education and vocational skills results in higher rates of recidivism. She also expects to see a high level of stress from financial problems as well as a high rate of clients who are divorced.



In an effort to minimize participants' reactivity, we will use two strategies. These strategies are conducting face-to-face interviews and using prolonged engagement. By conducting face-to-face interviews, we hope to relieve some of the stress and anxiety that might come with the thought of participating in a study. We hope to show the inmates that we are human beings just as they are and show them that we value and recognize their dignity and worth as a person. The other way that we will minimize participants' reactivity is by using prolonged engagement. By engaging in longer interviews, this gives us a chance to really get to know the participants. This will hopefully help the participants to feel safe and comfortable to share their experiences with us without feeling judged or simply used for their information.

### **Protection of Human Subjects/Research participants**

Before this study will begin and we start interacting with any research participants, we will obtain ethics approval from Southern Adventist University's Institutional Review Board. We will do this by contacting the director of the Institutional Review Board at Southern Adventist University and filing the appropriate paperwork. By doing this, we will be protecting our human research participants by ensuring that we are being ethical in all of our actions with our research participants.

Each participant included in our study will be asked to sign an informed consent form which explains to them the logistics of what they are stepping into by agreeing to participate in the study. This form explains the qualifications to be included in the study, that they are participating voluntarily and are able to stop participating at any time, the benefits of participating, potential risks of participation as well as explaining confidentiality to the participants. Lastly, contact information for the researchers is provided in the case that there are

additional questions, thoughts, comments, or concerns. Reference Appendix H to view this informed consent form.

All data that is collected will be kept confidential on a password-protected computer. Any data that is collected through writing on pen and paper will be kept in a locked file cabinet until it can be shredded through a confidential shredding company after the information is transferred to the password-protected computer.

## **Data Analysis**

### **Quantitative Data Analysis**

Quantitative data from our research survey will be analyzed by the current version of IBM SPSS Statistics, version 26. We will use frequencies in percentages to summarize the nominal and ordinal variables (recidivism, education, vocational, race, ethnicity, country of origin, time in the U.S., gender, marital status, educational level, employment status, religion, religious attendance, religious status, and community activities). We will use mean and standard deviation (median instead of mean if data is skewed); range to summarize interval/ratio variables that include ( age, weekly income, number of children, length of sentencing). To view the full table, refer to Appendix I.

To investigate the relationship between education, vocational training, and recidivism we will conduct two logistic regression tests. We will use a significance level of .05 and the effect size of the odds ratio. Before conducting the regression analyses, we will conduct initial tests to assess if the data meets the rules for logistical regression. If the assumptions are violated such that logistical regression is not feasible then we will use alternative statistical tests.

### **Qualitative Data Analysis**

We are going to be using software Atlas-Ti under version 8 to manage the analysis of the qualitative data. We will analyze data continuously throughout our data collection time. We will use the following strategies to analyze the data. First, we will preview the data by reviewing the video and audio recordings that have been taken during the interviews. Then we will write a one-page summary of the interviews we have conducted with the inmates. Following our summary, we will be doing emergent coding through our data research post data collection and begin with first-level coding followed by second-level codings. We're going to be comparing the data of prisoners who did receive education to those who didn't and how it affected recidivism. We're going to compare to those who got training to those who didn't and how it affected recidivism. From the data from these two, we want to compare their effectiveness on inmate recidivism. We will write three types of memos to decide whether we need to collect more data and from where we need to refine, test, and clarify tentative ideas that are from the analysis. There will be 3 analysts in total. Should any discrepancies come up, we will work to resolve them by meeting together face-to-face and discussing our differences in-depth and work to come to a consensus.

## **Discussion and Conclusion**

### **Summary of Study**

Our study will be carried out to assess how the receipts of educational and vocational programs affect male recidivism in Tennessee. In order to assess the effect of such programs, we will use a mixed research methods design. In addition, we will use a cross-sectional approach to retain our results. The quantitative component section will focus on male inmates in the Chattanooga, Tennessee area who have been incarcerated before or who are serving time at the current moment. In the quantitative portion, a select sample approach will be used, along with a non-random approach. Individuals will have to be of age 18 and older, but no older than 60 years

old. For the quantitative phase of our research, a survey will be conducted on a sample size of 150-200 men. Then, for the qualitative phase of our research study, we will interview 45 men in the Chattanooga, Tennessee area. All random-sample individuals are to speak English and have served or are serving time in the Silverdale Detention Center or the Hamilton County Detention Center.

### **Limitations**

This study has many limitations too. One limitation is that our sample is limited to the Silverdale Detention Center and the Hamilton County Detention Center in the Chattanooga area. This limits our findings to one section and has the potential to decrease our representativeness as we are not able to pull from samples around different areas. Another limitation is that we are only gathering information from a sample of individuals who are currently incarcerated and have been previously incarcerated. This may skew the validity of our findings on recidivism rates as we are not able to gather data from individuals who were incarcerated before but have not been re-incarcerated. One last limitation is that we are not able to use random sampling for our method of gathering a sample. This greatly limits our sample to inmates who are available. This limitation could lead to a misrepresentation of the findings.

### **Strengths**

In addition to the limitations of this study, there are also several strengths. One strength of this study is that we will be going into the detention facility to conduct our research. This takes away a barrier of the inability to travel by allowing the participants to participate in our study without having to travel to another facility to be able to participate. A second strength is

that we will be recording our interviews, with the consent of the participants. This allows us the opportunity to go back and review the interviews to be sure we heard and interpreted the participant's responses correctly. One last strength of our research study is that we are going to be using a mixed-method research approach. This allows us to gather information from both the quantitative research and qualitative research enabling us to obtain the needed statistics and numbers as well as getting to know the participants on a deeper level.

### **Implications**

This research study will provide multiple implications towards policy, education, and job training. One implication of this study is that it would allow for social workers and other professionals working in the prison system to advocate for policies that mandate educational and vocational training/programming within all detention centers, and prisons. This is granted that we find that educational and vocational training is beneficial in reducing recidivism rates among male inmates. Another implication is that educators would be able to find and create effective programs and curriculums to be able to provide for detention centers and prisons that would be proven to help reduce recidivism rates. One last implication would be to provide training for individuals who work within prisons and detention centers to educate them on effective ways to work with inmates and provide effective training and programming with the inmates.

### **Future Studies**

Future studies focusing on the effects of vocational and educational programs for male inmates should keep in mind the importance of having connections to staff within the detention centers. By knowing an individual who works at the facility, it could be easier to get statistical insights. It would also give a higher chance of working with the serving inmates. Future studies should be specific on what educational and vocational programs they are referring to while

conducting this research. Survey and interview questions should name specific programs, rather than allowing participants to fill in their own answers. In addition, it is important for researchers to keep in mind the wording they use while interacting and observing inmate participants. This is necessary as it can change research results if an individual does not understand questions correctly, which can also cause the participant to disregard the question.

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## Appendix Appendix A

### Literature Review Table

**State Research Questions:** “How does the receipt of educational and vocational programming affect male recidivism rates?”

Author	Type of source	Sampling	Answer to your research question?	Strengths	Limitations
Bozick et al., 2018	<ul style="list-style-type: none"> <li>- Quantitative</li> <li>- Meta-analysis</li> <li>- Interviews, surveys and systematic review of existing literature</li> <li>- N=57</li> <li>- N-21</li> </ul>	<ul style="list-style-type: none"> <li>- Evaluation studies of correctional programs</li> <li>- 57 studies – recidivism as an outcome</li> <li>- 21 studies – employment as an outcome</li> </ul>	<ul style="list-style-type: none"> <li>- Inmates participating in correctional education programs are 32% less likely to recidivate.</li> <li>- Correctional education participants have lower recidivism rates.</li> <li>- Odds of obtaining post-release employment with inmates in correctional education programs are 12% higher than those not participating in correctional</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrates value in providing inmates with educational programs and opportunities while they serve their time.</li> <li>- first-hand answers</li> <li>- several studies (shows reliability)</li> <li>- Supports that successful rehabilitation into society is possible.</li> </ul>	<ul style="list-style-type: none"> <li>- The studies done in the area of correctional education were filled with poorly done studies according to modern scientific standards.</li> <li>- Only two studies in the analysis of recidivism used random assignment and none in the employment used random assignment.</li> </ul>

			<p>education (both for educational and vocational programs).</p>		
<p>Steele et al., 2018</p>	<ul style="list-style-type: none"> <li>- Meta-analysis</li> <li>- Screening of 1,150 manuscripts –ut how m</li> </ul>	<ul style="list-style-type: none"> <li>- Reviewed evidence from educational interventions implemented with juvenile correctional facilities</li> <li>- 18 studies</li> <li>- 5 intervention categories: remedial academic instruction, computer-assigned instruction, personalized academic instruction, vocational education, and GED completion</li> </ul>	<ul style="list-style-type: none"> <li>- Positive and statistically significant effects for computer-assisted instruction on raising reading comprehension and for personalized learning in improving diploma completion and post-release employment</li> </ul>	<ul style="list-style-type: none"> <li>- large Screening size of 1,150 manuscripts</li> <li>- Multiple intervention categories were studied which reduces the room for error.</li> </ul>	<ul style="list-style-type: none"> <li>- After the 1,150 manuscripts were searched through, only 18 studies fit their criteria. This is small sample size for the population they are working with.</li> </ul>

		<ul style="list-style-type: none"> <li>- Effectiveness measured in 4 outcomes: academic performance in reading or mathematics, diploma completion, post-release employment, and post-release recidivism.</li> </ul>			
Esperina, 2010	<ul style="list-style-type: none"> <li>- Article Review</li> </ul>	<ul style="list-style-type: none"> <li>- Interviews with 5 individuals working directly with prisoners education programs/ prison education programs</li> </ul>	<ul style="list-style-type: none"> <li>- More profitable for states to fund education classes for inmates</li> <li>- Reduces recidivism rates drastically</li> <li>- Educating felons to eliminate cost associated with long term warehousing</li> <li>- U.S. Department of Justice says prison-based education is the most effective tool</li> </ul>	<ul style="list-style-type: none"> <li>- First-hand raw responses from those who were affected</li> <li>- Diverse interviews with those affiliated with prisons and educations i.e: high school district principle</li> </ul>	<ul style="list-style-type: none"> <li>- An older article, not as current information</li> <li>- Doesn't go into specific statistics of different race/ethnic groups</li> </ul>

			for reducing recidivism rates		
Davis et al., 2013	<ul style="list-style-type: none"> <li>- Meta-analysis</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- 19 studies that evaluated post-employment outcomes</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- participated in correctional education programs had 43 percent lower odds of recidivating than inmates who did not.</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- multiple studies</li> <li>- diversity</li> <li>- mentioned awareness of biases.</li> </ul>	<ul style="list-style-type: none"> <li>- publication bias may skew the findings in favor of successful programs</li> </ul>
Duwe, 2017	<ul style="list-style-type: none"> <li>- Meta-analysis</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Randomized controlled trials</li> <li>- Individual evaluations</li> <li>- Technical reports</li> <li>- studies published in peer-reviewed academic journals.</li> </ul>	<ul style="list-style-type: none"> <li>- programs reduced recidivism by 11 percent</li> <li>- time spent in educational or vocational programming reduced nonviolent misconduct (Steiner &amp; Woolridge, 2014).</li> <li>- Adams and colleagues' (1994) review of more than 90 studies of prison education programs revealed that prison education reduces</li> </ul>	<ul style="list-style-type: none"> <li>- Incorporates a lot of studies</li> <li>- 5 year follow up</li> </ul>	<ul style="list-style-type: none"> <li>- the infrequency with which random assignment or matching techniques</li> <li>- small sample sizes</li> <li>- failure to include program dropouts within the treatment group</li> <li>- literature has yielded mixed results</li> </ul>

			the likelihood of recidivism		
Harnish, 2019	<ul style="list-style-type: none"> <li>- historical analysis</li> <li>- philosophical inquiry</li> <li>-</li> </ul>	-	<ul style="list-style-type: none"> <li>- Prison Education Programs in this context refers to any higher education program that is organized around improving the cognitive abilities and/or skills of the incarcerated person</li> <li>- Governor Cuomo's, point out that in the past twenty years studies have shown that being enrolled in a single course can significantly reduce a person's chance of returning to prison.</li> <li>- individuals who participated in correctional education</li> </ul>	<ul style="list-style-type: none"> <li>- Talks about the economical effect</li> </ul>	<ul style="list-style-type: none"> <li>- Focuses on taxpayer dollars</li> </ul>

			<p>programs were 43% less likely to re-offend (Davis et al., 2013).</p>		
<p>Hardening et al., 2014</p>	<ul style="list-style-type: none"> <li>- Mixed Methods Study</li> <li>- Surveys</li> <li>- Interviews</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Surveys</li> <li>- Unstructured interviews</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- individuals in state and federal prisons were over 1.6 million at the end of 2009 (West, Sabol, &amp; Greenman, 2010).</li> <li>- More than 40 percent of those released return to prison within three years, a phenomenon known as the “revolving door” (Pew Center on the States, 2011).</li> <li>- a high prevalence of mental health problems and substance use (Visher &amp; Travis, 2003). Being unemployed is a risk factor for criminal behavior (Hagan, 1993; Tanner, Davies, &amp; O’Grady, 1999;</li> </ul>	<ul style="list-style-type: none"> <li>- talks about problems faced post-prison</li> <li>- In-depth interviews were able to display a more diverse range of answers.</li> </ul>	<ul style="list-style-type: none"> <li>- does not go into much educational/vocational program details</li> </ul>

			Uggen, 2000). is, 2003)		
Reed, 2015	<ul style="list-style-type: none"> <li>- peer-reviewed literature</li> <li>- meta-analysis</li> </ul>	<ul style="list-style-type: none"> <li>- evaluations</li> <li>- participations</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- The Violent Crime Control and Law Enforcement Act of 1994 overturned a section of the Higher Education Act of 1965, which previously had allowed low-income inmates to receive Pell Grants for college tuition while incarcerated.</li> </ul>	<ul style="list-style-type: none"> <li>- Recidivism</li> <li>- Educational/vocational programs</li> </ul>	<ul style="list-style-type: none"> <li>- Incorporates imprisoned kids</li> <li>-</li> </ul>
Hall, Lori, 2015	<ul style="list-style-type: none"> <li>- Qualitative</li> <li>- Literature review</li> <li>- 10 studies</li> </ul>	<ul style="list-style-type: none"> <li>- Empirical researches from 1995-2010</li> <li>- Samples did from the 1990s</li> </ul>	<ul style="list-style-type: none"> <li>- Recidivism is a growing concern in the nation</li> <li>- Overcrowding is becoming a major problem in our judicial system</li> <li>- 1/100 persons are incarcerated</li> <li>- Age affects recidivism, 38.6% - 25.9% of 21-30-year-olds experience recidivism</li> </ul>	<ul style="list-style-type: none"> <li>- Has a lot of information in one space</li> <li>- Wide range of information that gives us a better understanding of the country's issues</li> </ul>	<ul style="list-style-type: none"> <li>- Information seems to be out of date and no longer current</li> <li>- 10 studies</li> </ul>

			<ul style="list-style-type: none"><li>- 41% of inmates have not completed a GED</li><li>- Education can reduce the costs associated with incarcerating offenders and their families and an economic boost for society</li><li>- 5% of inmates enroll in education programs</li></ul>		
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## **Appendix B - Announcement**

Greetings, If you are a male between the ages of 18 and 60, speak English, are currently in the Silverdale Detention Center, are currently serving a sentence, and have served a previous sentence and you are looking for a way for your voice to be heard and your experiences told, this study will give you that opportunity. This study will involve a brief questionnaire and if interested also a face-to-face in-depth 35-50 minute interview. This questionnaire will involve questions about you, your life, and questions about your incarceration. The interview section of the study will cover many topics including challenges and positive experiences that you face when being released from prison, what programs you have been able to participate in while incarcerated, and what factors caused you to re-offend. This is a completely voluntary study, participating is not required. There will be no cost to you to participate in this study. Each person that participates in this study will get a \$5 gift card on your account. We want to hear your voice and get to know you and hear about your experiences. We are hoping to have 150-200 individuals participate in the questionnaire part of this study and 45 individuals participate in the in-depth interview part of the study. If you have questions or concerns regarding this study you may contact Karen Guerrero at [karrenguerrero@southern.edu](mailto:karrenguerrero@southern.edu) or 423.866.xxxx. This study has been approved by Southern Adventist University's Institutional Review Board. If you have any questions about your rights as a research participant, you may contact Cynthia Gettys, the director of the Institutional Review Board at Southern Adventist University at 423.236.xxxx.Thank you!

**Appendix C - Table of Quantitative Measures**

<b>Table of Quantitative Measures</b>				
<b>Descriptive Analysis</b>				
<b>Research construct/ Concepts</b>	<b>Name of Variables</b>	<b>Measurement approach/question and response option</b>	<b>Frequency/Time</b>	<b>Measurement Level</b>
Recidivism	Recidivism self-report	Prior to your current incarceration have you ever been incarcerated before? Yes, No or no, other Please State	Once	Nominal
		How long have you served so far? _____	Once	Nominal
		How long is your current sentence? _____	Once	Nominal
Receipts of education	Education	During your last stay in prison did you receive any educational training such as: Check all that apply. GED, college credits, college degree, reading classes, other please state	Once	Ratio
Receipts of vocational training	Vocation	During your last stay in prison did you receive any technical skills training such as: Check all that apply. Plumbing, electrical	Once	Ratio

		work, masonry, other please state		
<b>Demographic/Control Constructs</b>	<b>Name of Variables</b>	<b>Measurement approach</b>	<b>Frequency/Time</b>	<b>Measurement Level</b>
Race/Ethnicity	Ethnicity	Are you Hispanic or Latino/a/x. Yes, no, other please state	Once	Nominal
	Race	What is your race? Asian, White/Caucasian, Black/African American, American Indian or Alaska Native, Native Hawaiian or Pacific Islander, Other please state	Once	Nominal
	Country of Origin	What is your country of origin? _____	Once	Nominal
	Time in the U.S.	How long how you lived in the U.S.? Less than 1 year, 1-3 years, 4-7 years, 8-10 years, 11+ years	Once	Ordinal
Age	Age	What is your age? _____	Once	Interval/Ratio

		How old were you when you were first incarcerated? _____	Once	Interval/Ratio
Sex	Gender:	What is your gender? Male, Female, Other (please state)	Once	Nominal
Marital Status	Marital Status	What is your marital status? Married, Divorced, Widowed, Never Married, other please state	Once	Nominal
Number of Children	Number of Children	How many children do you have? _____	Once	Interval/Ratio
Educational Level	Educational Level	What is your highest level of completed education? No education, Grade 1-6, Grade 7-12, Associates, Bachelors, Post Graduate	Once	Ordinal
Employment Status	Employment Status	What is your current employment status? Full time, part-time, seasonal/temporary, not currently employed, other please state.	Once	Ordinal
Income	Weekly Income	How much did you earn weekly in your current or last job? _____	Once	Interval/Ratio

Social Connection	Religious	Do you practice religion? Yes, no, other please state	Once	Nominal
	Religious Attendance	How often do you attend religious services? Never, Quarterly, Monthly, Weekly, More than once a week	Once	Ordinal
	Religious Status	What religion do you consider yourself? _____	Once	Ordinal
	Community Activities	How often do you attend community activities? Never, Quarterly, Monthly, Weekly, More than once a week	Once	Ordinal
		What is your relationship with other inmates? Very close, mildly close, acquaintance, no relationship	Once	Ordinal
		What is your relationship with the staff members? Very close, mildly close, acquaintance, no relationship	Once	Ordinal

## Appendix D - Inmate Questionnaire

Thank you for taking the time to participate in this inmate questionnaire. Your input will help us understand more about you and help us improve the programs that are offered to inmates. This questionnaire will include questions about yourself as a person, questions about incarceration, and questions about programs that you have been involved with while being incarcerated. It should take approximately 10 minutes to complete. Please read each question carefully and respond as honestly as you feel comfortable with. Your responses will not be shared with anyone in the detention center or anyone outside other than my research team. Your participation in this questionnaire is completely voluntary if at any point you do not feel comfortable answering a question or completing the questionnaire, you are free to skip questions or stop at any time.

**This is a confidential questionnaire. Please do not write your name. Instead please use the assigned participant ID number.**

**CONSENT:**

**I have read the informed consent document and**

- Agree to participate in this study**
- I do not wish to participate in this study**

**Date:** \_\_\_\_\_

**Participant ID:** \_\_\_\_\_

**SECTION 1: Demographics**

These questions ask about the different factors of your life. Please read each of the following questions and place an **X** by the answer that best applies to you.

Question	Answers
1. What is your age?	<input type="checkbox"/> Please state _____
2. What is your gender?	<input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Other please state _____

<p>3. What is your marital status?</p>	<p><input type="checkbox"/> Married  <input type="checkbox"/> Divorced  <input type="checkbox"/> Widowed  <input type="checkbox"/> Never Married/Single  <input type="checkbox"/> Other please state _____</p>
<p>4. How many children do you have?</p>	<p><input type="checkbox"/> Please state _____</p>
<p>5. Are you Hispanic or Latino/a/os/x?</p>	<p><input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> Other please state _____</p>
<p>6. What is your race?</p>	<p><input type="checkbox"/> Asian  <input type="checkbox"/> White/Caucasian  <input type="checkbox"/> Black/African American  <input type="checkbox"/> American Indian or Alaska Native  <input type="checkbox"/> Native Hawaiian or Pacific Islander  <input type="checkbox"/> Other please state _____</p>
<p>7. What is your country of origin?</p>	<p><input type="checkbox"/> Please state _____</p>
<p>8. How long have you lived in the United States?</p>	<p><input type="checkbox"/> Less than 1 year  <input type="checkbox"/> 1-3 years  <input type="checkbox"/> 4-7 years  <input type="checkbox"/> 8-10 years  <input type="checkbox"/> 11+ years</p>
<p>9. What is your current employment status?</p>	<p><input type="checkbox"/> Full Time  <input type="checkbox"/> Part-Time  <input type="checkbox"/> Seasonal/Temporary  <input type="checkbox"/> Not Currently Employed  <input type="checkbox"/> Other please state _____</p>
<p>10. How much did you earn weekly in your current or last job?</p>	<p><input type="checkbox"/> Please state _____</p>

<p>11. What is your highest level of completed education?</p>	<p><input type="checkbox"/> No education</p> <p><input type="checkbox"/> Grade 1-6</p> <p><input type="checkbox"/> Grade 7-12</p> <p><input type="checkbox"/> Some College</p> <p><input type="checkbox"/> Associates Degree</p> <p><input type="checkbox"/> Bachelor's degree</p> <p><input type="checkbox"/> Graduate Degree</p>
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**SECTION 2: Religion**

These next questions ask about any religious practices you have. Please read each of the following questions and place an **X** by the answer that best applies to you.

Question	Answers
<p>1. Do you consider yourself religious?</p>	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> Other please state _____</p>
<p>2. How often do you attend religious services?</p>	<p><input type="checkbox"/> Never</p> <p><input type="checkbox"/> Quarterly</p> <p><input type="checkbox"/> Monthly</p> <p><input type="checkbox"/> Weekly</p> <p><input type="checkbox"/> More than once a week</p>
<p>3. What religion do you consider yourself?</p>	<p><input type="checkbox"/> Please state _____</p>
<p>4. How often do you attend community activities?</p>	<p><input type="checkbox"/> Never</p> <p><input type="checkbox"/> Quarterly</p> <p><input type="checkbox"/> Monthly</p> <p><input type="checkbox"/> Weekly</p> <p><input type="checkbox"/> More than once a week</p>

**SECTION 3: Incarceration**



These next questions ask about your incarceration. Please read each of the following questions and place an **X** by the answer that best applies to you.

Question	Answers
1. How old were you when you were first incarcerated?	<input type="checkbox"/> Please state _____
2. Prior to your current incarceration, have you been incarcerated before?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Other please state _____
3. How long is your current sentence?	<input type="checkbox"/> Please state _____
4. How long have you served so far?	<input type="checkbox"/> Please state _____
5. What is your relationship like with other inmates?	<input type="checkbox"/> Very Close <input type="checkbox"/> Mildly Close <input type="checkbox"/> Acquaintance <input type="checkbox"/> No Relationship
6. What is your relationship like with the staff?	<input type="checkbox"/> Very Close <input type="checkbox"/> Mildly Close <input type="checkbox"/> Acquaintance <input type="checkbox"/> No Relationship
7. During your last stay in prison, did you receive any educational training such as GED?	<input type="checkbox"/> Yes <input type="checkbox"/> No

<p>8. During your last stay in prison, did you receive any educational training such as college credits?</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>9. During your last stay in prison, did you receive any educational training such as a college degree?</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>10. During your last stay in prison, did you receive any educational training such as reading classes?</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>11. During your last stay in prison, did you receive any vocational training such as plumbing?</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>12. During your last stay in prison, did you receive any vocational training such as electrical?</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>13. During your last stay in prison, did you receive any vocational training such as masonry?</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>

- |   |   |
|---|---|
| 14. During your last stay in prison, did you receive any vocational training such as carpentry? | <input type="checkbox"/> Yes<br><input type="checkbox"/> No |
|---|---|

**Invitation.** Want to tell us more? We would love to get the chance to talk with you face-to-face to hear more about your experiences through an in-depth interview. This interview will last about 35-50 minutes and will discuss topics such as your experience with educational and vocational programs while incarcerated, what programs you were involved in and how often you participated in the programs as well as how you adjusted back into society after you were released from prison. The purpose of this interview is to help us get to know you better and for you to help us understand what you have experienced. This interview will help us learn how educational and vocational programs offered to inmates affect recidivism rates. This is completely voluntary and you may stop the interview at any time.

**CONSENT:**

**I have read the informed consent document and**

- Agree to participate in an in-depth interview**
- I do not wish to participate in an in-depth interview**

**Thank you for taking the time to complete this questionnaire!**

**Appendix E-Consent form**  
**Recidivism education and vocational**  
**Principal Investigators: Bree Adams, Karen Guerrero, Angelica Rodriguez**

To Whom It May Concern:

My name is Angelica Rodriguez, a social work bachelors' student at the University of Southern Adventist University (SAU). You are being invited to participate in our research study about education and vocational programs that affect recidivism. We are conducting this research as a part of completing our BSW is social work through SAU. There is very little research on the correlation between educational and vocational programs decreasing recidivism rates and your input can help build more knowledge in this area. You are eligible to participate if you are between the ages of 18-60 years old and English speaking.

This study will take place between the hours of 8 am and 5 pm and will be conducted in two sections; a brief questionnaire and a face to face interview. You will be the expert of your situation and we will simply be the observer. The second section of this study, the interview, one can choose to participate in is an in-depth interview. The interview phase will last for about 35 to 50 minutes.

All data and information shared from surveys and interviews will be kept confidential and used for our research paper, and possibly used for academic study purposes. All study materials and communications will be kept in password-protected computer files and in a locked file cabinet. The only exception to confidentiality is that if we have reason to believe a child may be at risk of child abuse or neglect, that an elderly person is at risk of abuse or harm, or that someone may at risk of immediate harm to themselves or others.

You may find that answering questions about your incarceration history and personal history triggering or upsetting, but here is generally little to no risk participating. If needed, referral information to a counseling resource will be provided.

This study will give you an opportunity to share your own experience, express your feelings and opinions, and share information that may help us understand how the benefits of education have on recidivism. In addition, each person who participates in this study will receive a \$5 gift card on their account.

Taking part in the study is your decision. You can stop participating at any time without any consequences. There are no right or wrong answers to any of the questions and you can choose not to answer any question for any reason.

If you have questions or concerns you may contact Karen Guerrero at [karrenguerrero@southern.edu](mailto:karrenguerrero@southern.edu) or 423.238.xxxx. This study has been approved by Southern Adventist University's Institutional Review Board. If you have any questions about your rights as a research participant, you may contact Cynthia Gettys, the director of the Institutional Review Board at Southern Adventist University at 423.236.xxxx. Dr. Nin Nelson is the research supervisor of this research study and she can be contacted at [nnelson@southern.edu](mailto:nnelson@southern.edu) or 803.463.9568.

Thank you for your consideration of this important research. If you would like to participate, please contact Karen as outlined above.

Sincerely,  
Bree Adams, Karren Guerrero, Angelica Rodriguez BSW Candidates  
Southern Adventist University  
4881 Taylor Cir, Collegedale, TN 37315

**Appendix F - Poster**



**Appendix G - Interview Guide**

**Introduction:** Hello, my name is \_\_\_\_\_, thank you so much for taking the time to talk with me today, I really appreciate your willingness to participate in this study. The purpose of this interview is to help us get to know you better and for you to help us understand what you have experienced. I will ask you about your experience with educational and vocational programs while incarcerated, what programs you were involved in and how often you participated in the programs as well as how you adjusted back into society after you were released from prison. This interview will help us learn how educational and vocational programs offered to inmates affect recidivism rates. This interview will last approximately 35-50 minutes. Some of the topics may not be easy to talk about. Your participation in this interview is completely voluntary. If at any point during the interview you wish to take a break or stop the interview all together just let me know and we will stop. Anything you say here today is confidential with the exception if you mention any elder abuse, child abuse, or plans to hurt yourself or someone else, I would have to report that for everyone's safety. I want to record what you say as accurately as possible, so I would like to audio record this interview so that my research partners and I can review the recording to ensure that we understood what you said as accurately as possible. However, we also want to protect you so there will be no video recording of this interview. Is it okay with you if this interview is audio recorded? Do you have any questions that I can answer for you before we start?

**Questions:**

1. Tell me about yourself.
  - a. How old are you?
  - b. What is your ethnicity?

- c. Are you married?
    - d. Do you have children? If so how many?
  2. How many times have you been incarcerated?
    - a. Once
    - b. Twice
  3. What factors caused you to be put back in prison?
    - a. Financial reasons
    - b. Gang affiliation
    - c. Habit
    - d. Drug use
  4. What was your first sentence/what was the crime?
    - a. Stealing
    - b. Murder
    - c. Disorderly conduct
  5. What programs were you provided the option of participating in while you were incarcerated the first time?
    - a. Educational programs
    - b. Vocational training
    - c. Which ones did you participate in?
    - d. Why or why not?
  6. How did being in those programs affect you?
    - a. Beneficial
    - b. Harmful



- c. No change
7. What would you change if you could do it over again?
    - a. Make different friends
    - b. Work to change habits
  8. How has incarceration affected your family?
    - a. Have there been any hardships for your family while you have been incarcerated?
  9. Are you currently involved in any programs while being incarcerated?
    - a. Educational programs
    - b. Vocational programs
  10. How have these programs affected you?
    - a. Have they benefited you?
    - b. Have they harmed you?
  11. What do you hope to accomplish or do when your sentence is up?
    - a. Get a job
    - b. Reunite with family
    - c. Save up money
  12. What are some barriers that would prevent you from accomplishing your goals when you are released?
    - a. No job training
    - b. Nowhere to go to
    - c. Financial hardships
  13. What would have made your previous release easier?
    - a. Having job training

b. Getting educational training

**Closing:** That is all the questions that I have, but before we conclude this interview, I wanted to ask if there is anything else that you would like to say or add about your experiences? Do you have any questions for me or anything you would like to know before we close? Thank you so much for your time today. If you have any questions or if there is anything else you would like to know, feel free to reach out to me. Thank you

## **Appendix H - Informed Consent**

### **Inmate Interview**

#### **Recidivism and Education**

Principal Investigators: Angelica Rodriguez, Bree Adams, Karen Guerrero.

#### **Introduction and Purpose**

You are invited to participate in a research study to help us better understand how educational/vocational programs affect recidivism rates. We are a senior bachelor of Social Work candidates at Southern Adventist University and we are conducting this study as part of the requirements for our Research Methods class. This form explains what you will be asked to do if you agree to participate in this study. Please read it carefully and feel free to ask us any questions before you make the decision to participate. Our contact information is at the bottom of this form.

#### **Who can participate in this Study**

You can participate in this study if you meet the following conditions:

- a) You are male
- b) You are an inmate age 18 or 60
- c) You speak English
- d) Currently serving a sentence
- e) Currently in Silverdale Detention Center or the Hamilton County Detention Center
- f) Has served a previous sentence

#### **Study Procedures**

This study will take place between the hours of 8 am and 5 pm. This study will be conducted in two sections. The first section will be a questionnaire. This section will require no form of transportation nor a computer desktop. I will provide you with a paper copy of the survey along with a pencil. The completion of this survey will take no longer than 10 minutes and it will focus on questions regarding your background and your previous experience incarcerated. There will be no such thing as right or wrong answers. Throughout this data collection, you will be the expert of your situation and I will simply be the observer.

The second section of this study you can choose to participate in is an in-depth interview. The interview phase will last for 35 to 50 minutes and will ask questions. We will ask you questions about your current sentence as well as past sentences. We will ask you about your experience with educational and vocational programs while incarcerated. We will ask questions about what programs you were involved in and how often you participated in the programs. There will also be questions on how you adjusted back into society after you were released from prison. Each interview will be audio-recorded so that we can accurately reflect on what you share with us.

### **Voluntary Participation**

Participating in this study is voluntary. You can stop participating at any time without any consequences. There are no right or wrong answers to any of the questions and you can choose not to answer any question for any reason.

### **Benefits of Participation**

This study will give you an opportunity to share your own experience, express your feelings and opinions, and share information that may help us understand how the benefits of education have on recidivism. In addition, each person who participates in this study will receive a \$5 gift card on their account.

### **Possible Risks of Participation**

Any risk of participating in this study is very low. You may find that answering questions about your incarceration history and personal history triggering or upsetting. If needed, referral information to a counseling resource will be provided.

### **Costs**

There will be no costs to you for participating in this study.

### **Confidentiality of Records**

What you share will be kept confidential. All data and information shared from surveys and interviews will be used for our research paper, and possibly used for academic study purposes. However, no names and information that can identify you and others will be in the typed interviews or released in write-ups or when presented. All study materials and communications will be kept in password-protected computer files and in a locked file cabinet.

The only exception to confidentiality is that if we have reason to believe a child may be at risk of child abuse or neglect, an elderly person is at risk of abuse or harm, or that you may at risk of immediate harm to yourself or others, we are required by law to make a report to the state child welfare or law enforcement agency.

### **Contact Persons**

If you have questions or concerns you may contact Karen Guerrero at [karrenguerrero@southern.edu](mailto:karrenguerrero@southern.edu) or 423.238.xxxx. This study has been approved by Southern Adventist University's Institutional Review Board. If you have any questions about your rights as a research participant, you may contact Cynthia Gettys, the director of the Institutional Review Board at Southern Adventist University at 423.236.xxxx. Dr. Nin Nelson is the research supervisor of this research study and she can be contacted at [mnelson@southern.edu](mailto:mnelson@southern.edu) or 803.463.9568.

**CONSENT**

By signing this document, you are agreeing to be a participant in the study. We will give you a copy of this document for your personal records. We will keep a copy of the research study records. Be sure that we have answered any questions you have concerning the study and your roll in the study. If you think of any questions after signing this document, feel free to contact us.

*I agree to participate in the study*

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Printed Name Date

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Signature Date

**Appendix I - Table of Quantitative Measures, and Descriptive and Inferential Analyses**

<b>Table of Quantitative Measures, and Descriptive and Inferential Analyses</b>					
<b>Descriptive Analysis</b>					
<b>Research construct/ Concepts</b>	<b>Name of Variables</b>	<b>Measurement approach/question and response option</b>	<b>Measurement Level</b>	<b>How are data going to be analyzed?</b>	<b>Significance Level</b>
Recidivism	Recidivism self-report	Prior to your current incarceration have you ever been incarcerated before? Yes, No or no, other Please State	Nominal	Frequencies in percentages	N/A
Receipts of education	Education	Four questions: During your last stay in prison did you receive educational training in the form of a GED? college credits? college degree? Reading classes? Yes/ No	Nominal	Frequency in percentages	N/A
Receipts of vocational training	Vocation	During your last stay in prison did you receive any technical skills training such as: Check all that apply. Plumbing, electrical work, masonry, Yes/ No/ unsure	Nominal	Frequency in percentages	N/A
<b>Table of Quantitative Measures, and Descriptive and Inferential Analyses Cont'd</b>					
<b>Demographic /Control Constructs</b>	<b>Name of Variables</b>	<b>Measurement approach</b>	<b>Measurement Level</b>	<b>How are data going to be analyzed?</b>	<b>Significance Level</b>

Race/Ethnicity	Ethnicity	Are you Hispanic or Latino/a/x. Yes, no, other please state	Nominal	Frequencies and percentages	N/A
	Race	What is your race? Asian, White/Caucasian, Black/African American, American Indian or Alaska Native, Native Hawaiian or Pacific Islander, Other please state	Nominal	Frequencies and percentages	N/A
	Country of Origin	What is your country of origin? _____	nominal	Frequencies in percentages	N/A
	Time in the U.S.	How long how you lived in the U.S.? Less than 1 year, 1-3 years, 4-7 years, 8-10 years, 11+ years	ordinal	Frequencies in percentages	N/A
Age	Age	What is your age? _____	Interval/Ratio	Mean and standard deviation (median instead of mean if data is skewed); range	N/A
		How old were you when you were first incarcerated? _____	Interval/ratio	Mean and standard deviation (median instead of mean if data is skewed); range	N/A
Sex	Gender:	What is your gender? Male, Female, Other (please state)	Nominal	Frequencies in percentages	N/A

Marital Status	Marital Status	What is your marital status? Married, Divorced, Widowed, Never Married, other please state	nominal	Frequencies and percentages	N/A
Number of Children	Number of Children	How many children do you have? _____	Interval	Mean and standard deviation (median instead of mean if data is skewed); range	N/A
Educational Level	Educational Level	What is your highest level of completed education? No education, Grade 1-6, Grade 7-12, Associates, Bachelors, Post Graduate	ordinal	Frequencies and percentages	N/A
Employment Status	Employment Status	What is your current employment status? Full time, part-time, seasonal/temporary, not currently employed, other please state.	ordinal	Frequencies and percentages	N/A
Income	Weekly Income	How much did you earn weekly in your current or last job? _____	Interval/ratio	Mean and standard deviation (median instead of mean if data is skewed); range	N/A
Social Connection	Religious	Do you consider yourself religious? Yes, no, unsure	nominal	Frequencies and percentages	N/A
	Religious Attendance	How often do you attend religious services? Never, Quarterly, Monthly, Weekly, More than once a week	ordinal	Frequencies in percentages	N/A



	Religious Status	What religion do you consider yourself? _____	Nominal	Frequencies in percentages	N/A
	Community Activities	How often do you attend community activities? Never, Quarterly, Monthly, Weekly, More than once a week	ordinal	Frequencies and percentages	N/A
		What is your relationship with other inmates? Very close, mildly close, acquaintance, no relationship	ordinal	Frequencies and percentages	N/A
		What is your relationship with the staff members? Very close, mildly close, acquaintance, no relationship	ordinal	Frequencies and percentages	N/A
	Sentencing	How long have you served so far? _____	Interval/ratio	Mean and standard deviation (median instead of mean if data is skewed); range	N/A
		How long is your current sentence? _____	Interval/ratio	Mean and standard deviation (median instead of mean if data is skewed); range	N/A
	<b>Variables and relationships/ Hypotheses</b>	<b>Name of Measuring Instrument/Question</b>	<b>Measurement Level</b>	<b>How data are going to be analyzed</b>	p = .05

	Relationship between education, vocation, recidivism	Interview Questionnaire	nominal/ordinal	Frequencies and percentages	p =.05
<b>Table of Quantitative Measures, and Descriptive and Inferential Analyses Cont'd</b>					
<b>Inferential Analysis</b>					
<b>Variables and relationship s/ Hypotheses</b>	<b>Name of Measuring Instrument/Question</b>	<b>Variables and relationships/ Hypotheses</b>	<b>Name of Measuring Instrument/Question</b>	<b>Variables and relationships/ Hypotheses</b>	<b>Name of Measuring Instrument/ Question</b>
	Relationship between education and recidivism	Education: four questions (yes/no) Recidivism: 1 question yes/no	Education: Nominal. Recidivism: Nominal	Ordinal logistic regression Effect sizes: odds ratio	p=.05
	Relationship between vocational training and recidivism	Vocational training: 1 question (yes/no) Recidivism: 1 question (Yes/no)	Vocational: nominal Recidivism: nominal	Ordinal logistic regression Effect sizes: odds ratio	p=.05

